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YOUR BIGGEST JOB SCHOOL OR BUSINESS

· HENRY · LOUIS · SMITH ·

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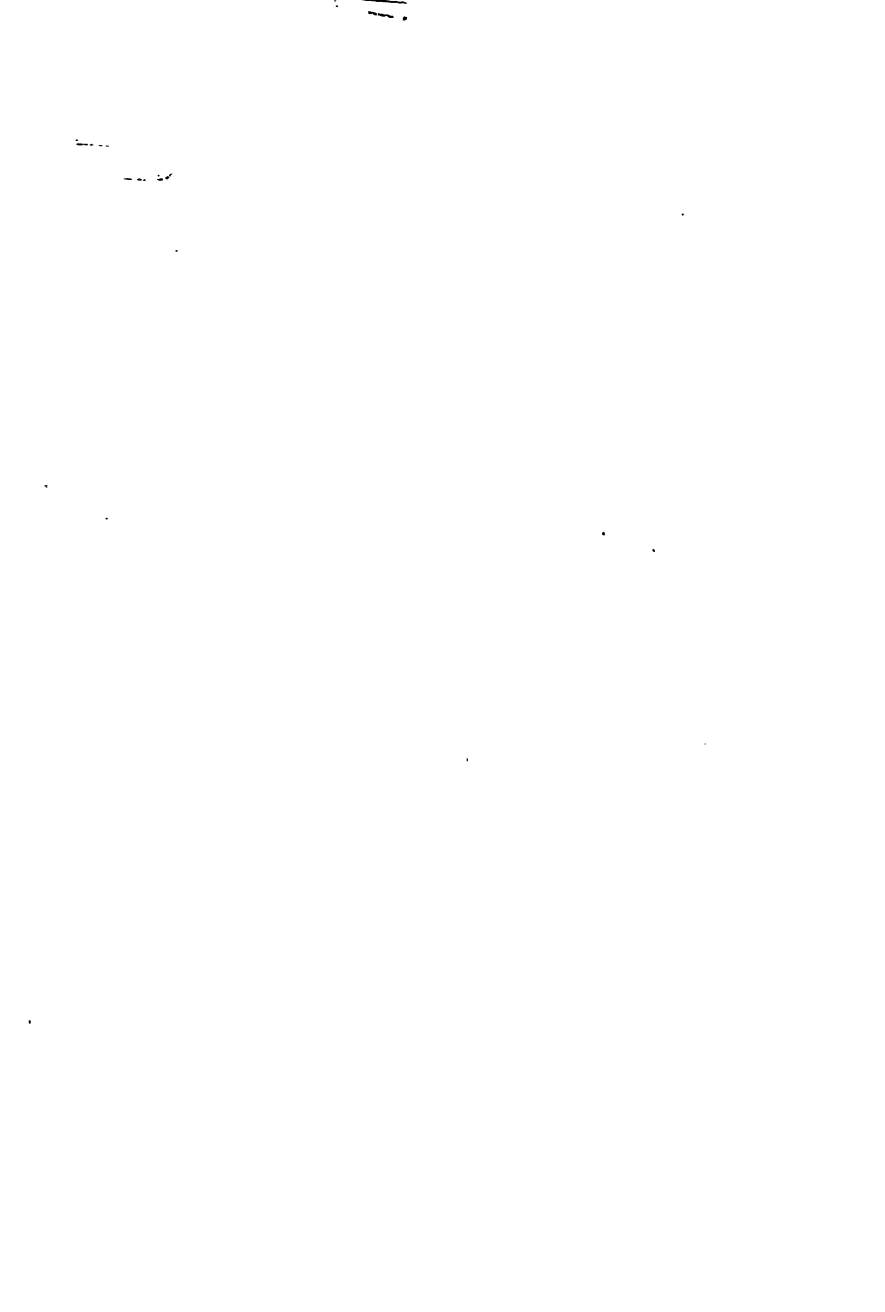


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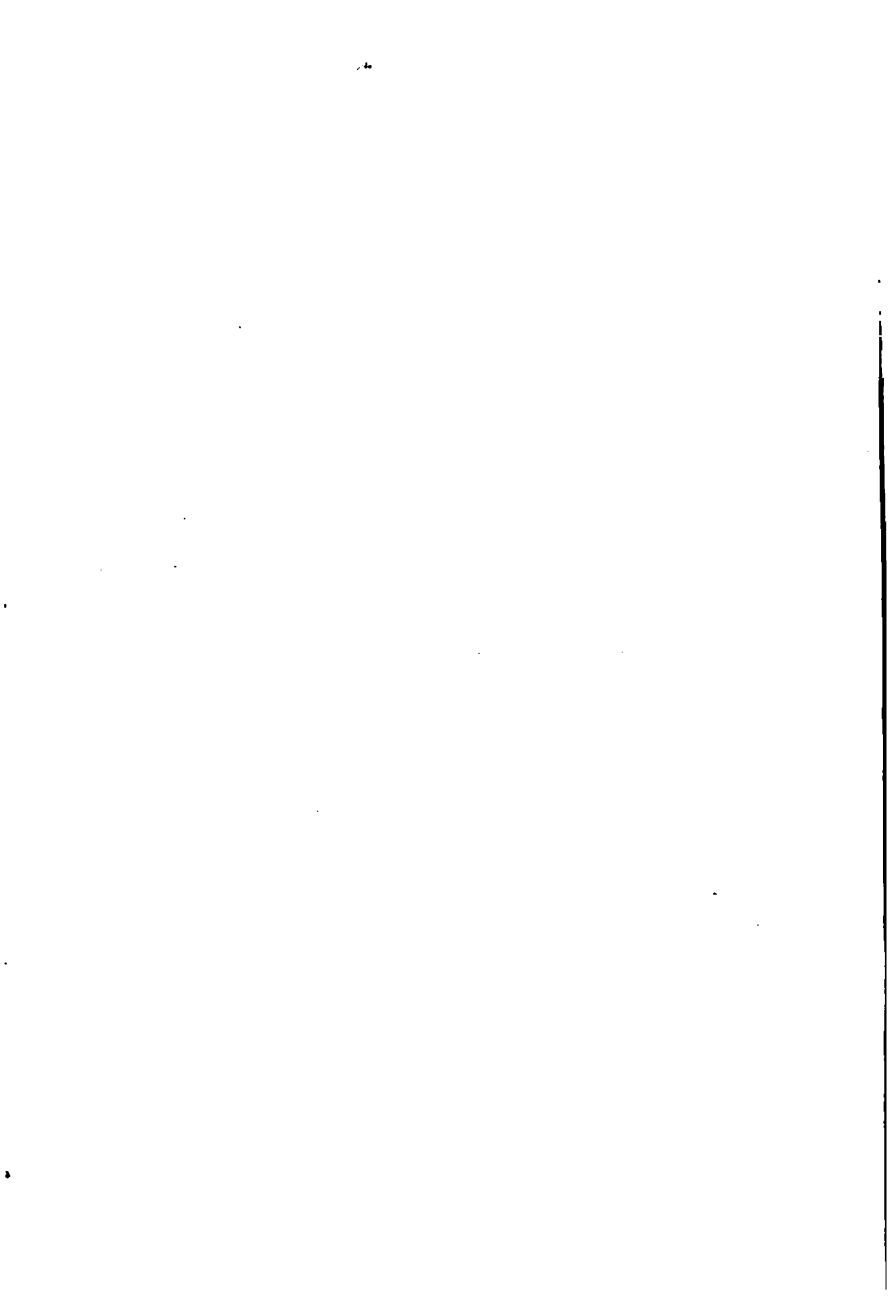
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YOUR BIGGEST JOB
SCHOOL *or* BUSINESS



YOUR BIGGEST JOB SCHOOL *or* BUSINESS

SOME WORDS OF COUNSEL FOR RED-BLOODED YOUNG
AMERICANS WHO ARE GETTING TIRED OF SCHOOL

BY

HENRY LOUIS SMITH, PH.D., LL.D.

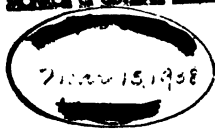
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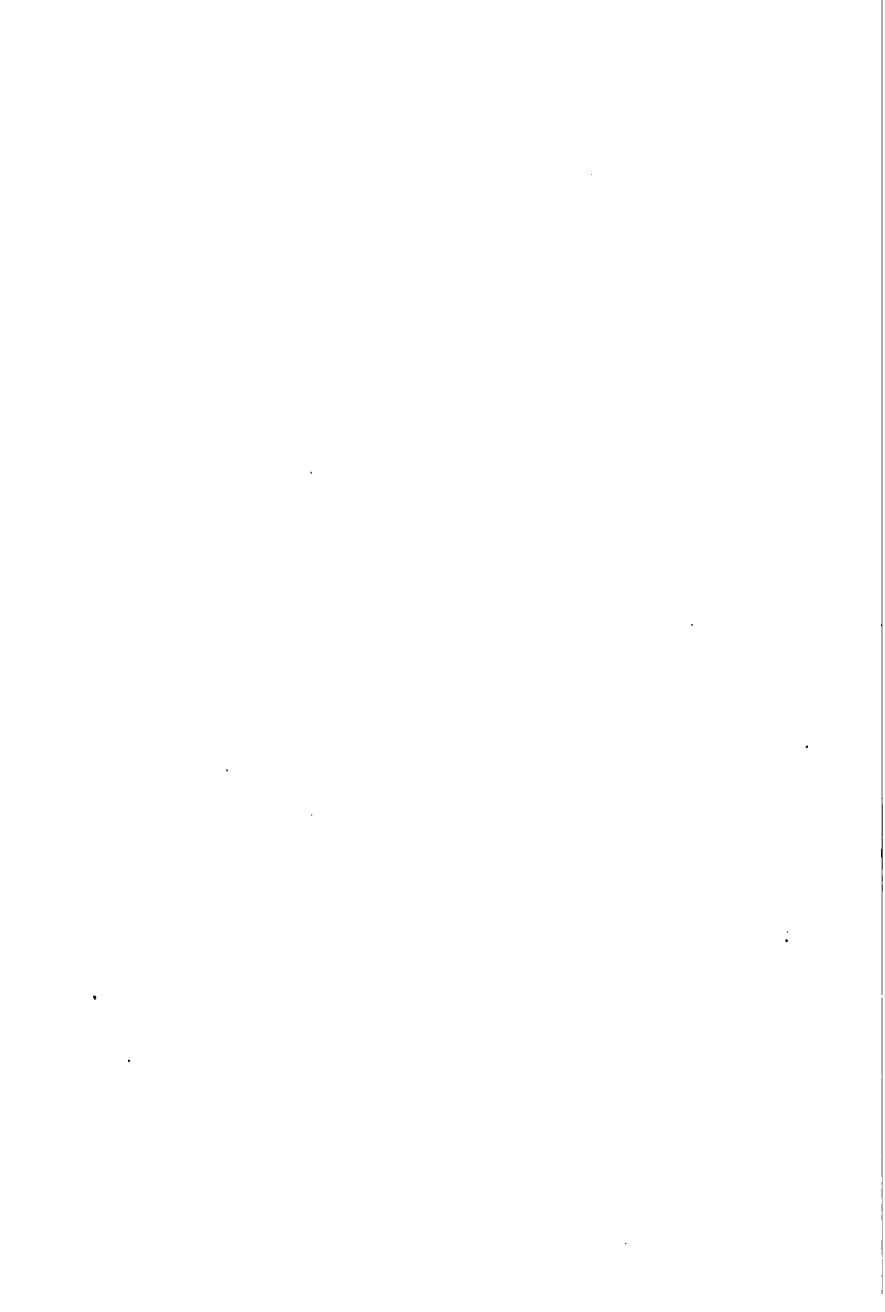
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TO
THE TEACHERS OF AMERICA

When our giant Democracy shall have outgrown its child-era of inexperience and crude experimentalism and become sane and wise; when the children of America are rated as the nation's most valuable asset, its chief source of undeveloped power, and its most fruitful field for unlimited investment; when Love shall have become the law of Life and Service the test and measure of Greatness,—then will this truth be universally recognized:

Those who train and mold and inspire the young are the real Leaders of the people—the Makers and Builders of the Nation.



PREFACE

Ardently as they may desire it, neither parents nor teachers can "give" a boy his education. It is a treasure he must dig out for himself and the task is long and hard.

The same old school house, the same old teachers and textbooks, the relentless imprisonment, the never-ending grind day after day, month after month, year after year, with his boy-nature longing all the time for freedom and adventure, for the open sky and the great outdoors—no wonder so many red-blooded American boys grow weary of the task and urge their perplexed and distressed parents to let them "quit school" and go into business.

To fire the ambition and stiffen the backbone of these restless and shortsighted young Americans is the purpose of these heart-to-heart talks, which are born of cordial sympathy with boy nature and long experience as parent and teacher.

Some of them were published as leaflet issues of *The Washington and Lee Bulletin* during 1918 and 1919. The unexpected and amazing reception given

them by parents and teachers, their republication in scores of newspapers and magazines, and the hundreds of commendatory letters received, convince me that I should accede to the request of the publishers and issue them in more permanent form.

The supreme task of our democracy is the right training of its future citizens. On our success in this great and complex undertaking depends the future of American civilization. If these informal discussions aid in clarifying a boy's vision and lightening the task of his parents and teachers, I will be amply compensated for the labor of love involved in their preparation.

HENRY LOUIS SMITH

LEXINGTON, VIRGINIA

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YOUR BIGGEST JOB SCHOOL *or* BUSINESS

CHAPTER I

THE AMERICAN FREIGHT TRAIN

ENGINES or BOX-CARS? Which are you building in the workshop of youth?

A freight train isn't built for show. From its roaring engine to its grimy crew it stands for service. Compared with its surpassing usefulness and value the Cannon-ball Limited, with its gleaming paint and flying Pullmans, is a mere toy. Huge, powerful, tireless, efficient, the American freight train is at once the symbol and the mainstay of our twentieth century democratic American civilization.

ITS TWO PARTS

It consists of two parts, joined in a common task, yet essentially different—the engine, with its fire and steam, chug-chugging in front, and the long line of loaded cars obediently grinding along behind.

Note carefully their many differences. The engine is single, the cars are many. The engine is elaborate and very costly, the cars are simple and inexpensive. To oil and run and feed the engine, the railroad company furnishes at least two expert and highly-paid workmen. The same number of ordinary brakemen attend to fifty cars. If the engine gets out of order, the whole train stops; an ailing car is cut out and left behind. After a wreck the engine is sent back to the shop to be rebuilt; the wrecked cars are often burnt as useless junk.

The helpless cars have to carry whatever is put into them—coal, ore, dirt, live-stock, scrap-iron; the engine carries no load but its own fire and steam. The engine leads the way, starts and stops as it pleases, chooses the speed and the route, always commands; the cars, to be useful, must obey and follow.

THEIR ESSENTIAL DIFFERENCE

What makes an engine such a privileged aristocrat? Here is the secret in a nutshell. All engines of every type *possess motive-power*, not only enough to move themselves, but a surplus which can pull whole trains behind them. Freight cars are of many useful kinds—box-cars, gondolas, flat-cars, coal-cars, cattle-cars—but all are alike in this, *they have no motive-power of their own*. This fatal defect dooms them to be followers all their lives.

WHERE IT ORIGINATED

The difference originated in the railroad workshop. If the head-workman wanted an engine, he prepared the design and blue-prints of an engine, selected materials suitable for engine construction; and ordered his workmen to shape the materials according to the engine blue-prints. Exactly the same process, using different materials and shaping them to a different design, would have produced a useful but helpless box-car. The question, as you see, is settled *in the workshop during the short building period*. As the completed car or engine leaves the

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THE AMERICAN FREIGHT TRAIN 5

the design you select and the building you do in the formative years of boyhood.

HOW TO MAKE A FREIGHT CAR OF YOURSELF

Building freight cars is a simple job. The materials are abundant and easy to work with. You will be strongly tempted, therefore, to join the great throng of the weak-willed and short-sighted who sacrifice the long future for the sake of an easy time in the workshop of youth. Perhaps you are already losing your motive-power.

If you must be continually reminded of your known duties, made to get up and made to go to bed, told when to study and when to go to school; if you are forming the habit of waiting for orders, shirking hard jobs till forced to perform them, standing idle on the track till other people push or pull you, you may know that you are drifting into the freight car class. Unless you reverse the process, your life will be spent taking orders from those of your fellow workmen who were wise enough and strong enough while in youth's workshop to tackle the job of engine building.

THE SECRET OF ENGINE BUILDING

The secret of engine building is the cultivation and development of motive-power. Take, therefore, as your daily working motto, "Without being told." Attend to your regular daily tasks, study your lessons, run your errands, keep your engagements, attack your hated jobs, pay your debts, make your decisions—all under your own steam, without a word of command or reminder from anybody. Every obstacle in your pathway driven aside by your own motive-power, every victory won unaided, every right opinion held and acted on against the will of others, every temptation successfully resisted—is an effective hammer-blow shaping your character according to the plans and specifications of an *Engine*.

THE WAGES OF THE ENGINE BUILDER

Your workshop period is short, your life on the great highway long. The world is always oversupplied with men of the freight-car type; it is always hungry for locomotives, eager to discover, promote, and reward them.

Do not sacrifice fifty years of manhood's success

and happiness for a half-dozen of boyhood ease and idleness. Do not be misled by the common belief that a lazy and unsuccessful boyhood is a happy one. It isn't true. Failures are not really happy, either in the workshop or out on the track; they only pretend to be.

Years of observation convince me that in youth's workshop the engine-builders are, as a rule, far happier than the childish drifters trying to "have a good time." To shape stubborn materials into an engine is no easy task, but its rewards begin at once. The esteem and admiration of your friends, the approval of your own conscience, the gratification of your parents, the consciousness of growing power and increasing influence, the deep inner satisfaction which accompanies success—all these may be yours in boyhood. They pay rich dividends on the toil and self-denial of engine building before you leave the workshop, and these dividends will be doubled and redoubled without limit when you roll out on the great highway under your own steam, a high-powered locomotive, built for life-long leadership, and sure of life-long success.

CHAPTER II

QUITTING SCHOOL FOR BUSINESS

Some words of warning to the American high school student who is stirred by the general unrest, tired of the daily routine, and tempted by high wages to desert the monotony of the schoolroom for the fascination of money-making.

Never have textbooks seemed so uninteresting and the daily school routine so tiresome as now. An epidemic of dissatisfaction and unrest affects the whole country. The flood of immigrants has been shut off so long that every industry is short of workers and offering splendid positions with unheard of wages to boys of your age. You never had before and may never have again such a chance to make money. Shall you keep on grinding over dry textbooks, shut up in school every day like a convict in a penitentiary, when Jim and Tom and Aleck,

no older than you, have left Latin and math and schoolroom tyranny behind them and are out in the world leading a man's life, getting a man's pay, and urging you to follow their example?

If the other fellows keep on leaving, and the chances to make money keep on calling, and you quit studying and keep on begging, your parents will probably give way and let you leave school. So the decision is really up to you. It is probably the most important decision you have ever been called upon to make. You stand at the fork of your life's highway. Which road will you take? The first mile or two of the non-trained, non-educated road is, I freely admit, very attractive just now, offering liberty, novelty, and ready money; the first stages of the education-road are the same old grind—tedious, rocky, uphill, and unattractive.

Yet remember, it is the *whole long road*, through 40, 50, or 60 years, you are now choosing, not the first few miles alone. Your boyhood's choice decides your manhood's destiny. It is your business, therefore, to decide *this* question like a man, not like a boy. The child looks only at the present, the man studies the future also. With the child, present gratification is always the controlling motive; he

cannot resist attractive bait, however sharp and deadly the steel hook which he takes with it; the *now* and the *here*, however shallow and short-lived, always prevail with him over the long future. Before you exchange trained brains and educated manhood for a brief boyhood period of money-making, ponder these facts:

1. If you leave school and enter business now, it is almost certain that your high school work will never be resumed or completed.

2. With this decision you, therefore, lose your opportunity of college training and of entering any of the great professions. Without a high school training you cannot enter any college or university; the doors of our great schools of Law, Medicine, Electrical, Civil, and Mechanical Engineering, Architecture, Industrial Chemistry, Commerce and Business Administration,—all these, and other great openings like them, are swung shut in your face.

3. You thus practically throw away your chance of gaining influence, prominence, and leadership in the fierce competition of twentieth-century American life, which is too complex for the untrained to understand, far less to lead.

4. For the sake of present high wages, you seri-

ously diminish your income for all the long years of your manhood. In the mere matter of income alone, a man's earning power through life is so increased by every year of high-school and college training, that a high school year for the average boy represents nearly \$3,000 of invested capital; a year at college for the average student over \$5,000; while for the student who stands anywhere near the top in his classes these figures should be doubled.

5. You will also serve your country best by training yourself for the great work of the next generation. In that era of ferment and reconstruction it will need trained men far more than it now needs the services of untrained boys. Which should you offer your native land? Our leading statesmen, our President, the Secretaries of the Army and Navy, great educators and business leaders—all urge the boys to carry on their school and college work *for the sake of their country's future*.

These are a few of the many reasons why you should resolutely say no to the call of temporary money-making, make a man's choice for a man's future, and as the soldier endures the monotonous drudgery of trench-training for the sake of future victory, be enough of a soldier to undergo the drudg-

ery of school studies for the sake of your own future success and leadership, fired by the certainty that never in the world's history has education been so sure to pay rich dividends as during your lifetime.

CHAPTER III

GRINDSTONES: A STUDY IN TOOL-SHARPENING

For the inspiration and encouragement of those who find the schoolroom a prison and school-study an uphill road.

SOME NATURAL QUESTIONS

As a red-blooded boy your natural longing is for liberty and adventure, for the forest and the river and the great out-of-doors. Yet through your whole boyhood you are held a prisoner in the schoolroom, doomed to the monotonous routine of endless study in uninteresting textbooks. No wonder such questions as these arise in your mind and fill you with restless discontent:

“Why are we compelled to go to school *so long*?”
“What’s the good of learning things which we’ll forget as soon as we leave school?” “Of what pos-

sible use in after life would Latin and algebra and geometry be to me, even if I remembered them?"

"Why do they select for our school course studies that are so uninteresting and so hatefully hard?"

"If I spend so many years cooped up in school getting this useless knowledge, won't the other fellows get so far ahead of me in business that I'll stand no chance of catching up?"

If your judgment is confused and your will weakened by such doubts and misgivings as these, you cannot be either a happy or a successful student. As an elder brother who has not only traveled the uphill educational road before you, but has spent his life watching the success and failure of thousands of boys in your circumstances, I will try to answer every one of them by this lesson on *Grindstones*. Study it till the answer to each of the five questions is clear and plain.

MAN A TOOL-USING ANIMAL

The club and spear and trap of the savage lift him far above the level of the mightiest beasts which would otherwise soon destroy him. As civilization advances, the tools invented and used by men grow

more complex and powerful, till to-day we live in a world of machinery, utilizing the giant forces of coal and oil and gas, of steam and electricity and rushing waterfalls, to do the bidding of tiny man.

HIS WONDER-WORKING TOOL-CHEST

It is man's *Mind* alone that enables him to invent, design, and manufacture tools. Every locomotive and steamship and aëroplane, every dredge and crane and steam-shovel, every reaper and tractor and auto-truck, every loom and lathe and engine, is a product of that marvelous collection of tools known as the *human brain*.

Thus every normal human head is a tool-box crammed with a vast assortment of wonder-working tools. With these man creates the engine-monsters that do his work, solves the problems that hinder his advancement, chains the forces of nature to do his bidding, and reaps for himself the rewards of wealth, fame, and power.

ITS ONE DEFECT

But all these tools as furnished him by nature are desperately dull. They are infinite in number

and variety, of a marvelous temper, fitted for every human use, but so dull that the ordinary experiences of life, while bringing the body to full-grown strength and vigor, leave the mind stupid and useless for expert work. If a crowd of full-grown savage athletes were to take possession of a modern city, they could not understand its problems and processes, utilize its conveniences, or keep going its marvelous and complicated machinery. To do these things on which our civilization depends the various powers of the mind must be sharpened by a long and tedious process of education.

CIVILIZATION'S GREATEST TASK—THE SHARPENING PROCESS

Hence every civilized nation maintains thousands of shops, called schools, where the work of sharpening dull brains is systematically carried on. The various studies used are the grindstones and thousands of faithful teachers are day by day grinding to a cutting edge the unsharpened mental powers of countless boys and girls.

THE TOOL-USER'S GREATEST MISTAKE

Suppose a young carpenter inherits a magnificent box of tools, of finest temper and infinite variety, but every saw, hatchet, plane, and auger hopelessly dull, just as they came from the shaper. Suppose, as he starts on a lifetime job of carpentering, paid for according to the amount and quality of his work, he reasons thus: "Sharpening all these diamond-hard steel tools is an awfully slow and tiresome job, without a cent of pay. I want to be drawing wages for carpenter work, not wasting precious time turning grindstones."

So with his dull tools he goes to work, and all his life, with toil and sweat and added hours of unsuccessful labor, he tries in vain to keep up with his competitors who, with sharpened tools, so easily outstrip him.

If you ventured to tell him the plain straight truth, wouldn't it sound like this? "You silly, short-sighted child! Can't you see that the tiresome grindstone-hours are really the best paid of all; that foolish haste then makes you slow all the rest of your life; that the best way to lighten your toil,

improve your work, increase your pay, and add to your happiness all your life long is to sharpen your tools before going to work, however hard and tedious the job may be?"

THE MIND-USER'S GREATEST MISTAKE

This is the age of steam and steel and machinery, and, therefore, preëminently the *age of mind*. To put a cutting edge on its wonderful and varied assortment of powers is necessarily a long and tedious job, yet of all your investments of time and toil and money, none pay such certain and enormous dividends. Life gives you but one grindstone period. Be wise, therefore, in time. To do your lifework in the world with a dull, slow, ignorant, untrained mind because you were too hasty and short-sighted and weak-willed to train its powers during the sharpening period is the worst mistake a mind-user can make.

GRINDSTONES MUST BE HARD

When the harsh grit of a revolving stone begins to put an edge on a steel ax, it might, if ignorant

and inexperienced, cry out against the hardness and harshness of the stone, and beg to have it covered with velvet and thus made smooth and pleasant.

How would you answer such a plea? "You foolish ax! Canton flannel and velvet will never put an edge on steel. A grindstone *must* be hard and gritty or it's of no use. If you stop the scratching and grinding, you stop the sharpening."

So with your studies.—Soft, easy, velvet studies will never put a cutting edge on your headful of dull tools. The harder your lesson is and the harder you press your mind against it, and the more swiftly and diligently the teacher pushes the grinding process, the more rapidly and perfectly are your mental powers being sharpened. Hard studies, therefore, are your best friends. A "dirt-easy" study is not a grindstone at all.

GOOD GRINDING-STONES ARE FEW

After millions of experiments through thousands of years with all kinds of rocks, every tool-using nation on the globe has decided on sandstone in its various forms as the only natural rock suitable for grindstones and whetstones. No carpenter would

nowadays be so foolish as to reject the wisdom born of such long experience and ruin his fine tools by using granite, or brickbats, or marble.

So with your school studies. If you and your fellow Solomons of the playground are tempted to declare that algebra and geometry are "no good," and foreign languages and physics and history a foolish waste of time, and those who arranged your high school curriculum a set of hopeless old fogies, stop a moment and reflect. In England and France and Italy, in Canada and the United States and Australia, in Japan and India and Egypt and South America, the high schools are using those very grindstones in their business of sharpening young people's brains. Surely it is a little rash and foolish to put your boy-opinion against the judgment of a million professional experts. Maybe it would be wiser to complain less and study more.

LEAVING THE GRINDSTONES BEHIND

Does a carpenter going out to work carry with him an armful of grindstones? By no means. Their work is done. Their value is now found in the sharpness of the tools and speeds up all his work,

but the grindstones themselves are of no further use.

So with these "unpractical," "useless" studies. Suppose you do forget your Latin and algebra and French and geometry. That need not trouble you. Their work was done in the schoolroom. You may leave them there without regret and use your trained powers all your life on your grown-up tasks, rejoicing in this inspiring truth, that mind, unlike lifeless steel, grows sharper and sharper the more you use it.

CHAPTER IV

A NEGLECTED ART

A word of counsel to American boys about their first big job.

THE VALUE OF "KNOWING HOW"

Whatever your job may be, whether raising crops, selling goods, building houses, or healing sick folks, the secret of success is to "know how." To be ignorant of your job is to be slow, uncertain, clumsy, and unsuccessful. *To know how is to work wisely, swiftly, happily, and of course successfully.*

YOUR CHIEF BUSINESS

The American boy is always busy. His life is an unbroken series of enthusiasms—marbles and sleds

and ponies, skates and guns and fishing tackle, baseball and football and amateur photography, sweethearts and frat-halls and college politics and amateur business ventures—they swing by in endless and inspiring succession while the swift years keep changing his size, his clothes, his habits, his friends, his amusements, his aims in life, and often his place of residence and whole environment.

Yet through it all, day by day, month by month, year by year, the great business of study goes steadily on. It begins with the childish prattle of the kindergarten, and grows constantly harder and more exacting through the long years of the graded school, the severer tasks of the high school, the intensive training of the college, the concentrated labors of the professional school. Surely no one can deny that *the chief business, the regular profession, of the American boy is STUDYING, getting knowledge out of books, acquiring what we call "an education."*

THE REWARDS OF SUCCESS

In these hundreds of books are hidden the secrets of human progress, the treasures of human knowl-

edge, the art and science and literature and moral wisdom of the whole race. The successful student finds all human enterprises, professions, and opportunities open to him. His trained mind learns the secrets and wields the forces of this marvelous age of steam and steel and electricity. By thus enriching his earlier years with the accumulated knowledge of all time he crowns the vigor and freshness of youth with a skill and wisdom otherwise associated only with long experience and the infirmities of advanced age. *Successful study, therefore, opens wide the gate to power, usefulness, wealth, and fame.*

THE PENALTIES OF FAILURE

If, on the other hand, an American boy either cannot or will not obtain an education, he finds himself seriously crippled in the race for success and distinction, and must generally be content with simple tasks and subordinate positions. *The great professions of our complex civilization, and most of the high places of influence and service, are hopelessly out of reach of those who "do not know how to study."*

A NEGLECTED ART

Since such vital issues are at stake, one would suppose that every school and college would give lessons in the art of study, and that every boy and girl facing the long task would earnestly seek to "know how."

Yet just the opposite is the case. Millions of our young people are left to blunder along and try to find out for themselves. No wonder so many fail and drop out. No one would think of following such a course with young musicians, or carpenters, or gardeners.

It is like throwing multitudes into deep water and letting each find out for himself how to swim. Some in their blind struggles will hit upon a more or less correct stroke and reach shore. The majority, working just as hard, will go under because no one has taught them how. A few lessons in the art of swimming would often transform such hopeless and fatiguing struggles into swift and joyful progress. Even a few hints from an expert may at once double the speed and wind of a hard-working but untaught swimmer.

THE PURPOSE OF THIS CHAPTER

The purpose of this chapter is to awaken your interest, fire your heart, and stiffen your backbone into a resolute determination not to blunder and flounder any longer, but to become a master of the art of study.

If with the right spirit you use the right methods, you can get your lessons in half the time and thus have more leisure for home duties or outside sports. Your studies will all grow easier and you will rise from your tasks fresh and confident. You will acquire the habit of success and will gain in reputation and self-respect. You and your teachers will both conclude that you have more brains than you were formerly credited with, and all the long years of your school and college life will be made happier and more fruitful.

Then why not try? Get advice from your teachers. Learn the methods of more successful students. Vary your own methods of study. Find out what are your faults and weaknesses as a student and be man enough to correct them. Stop dodging work and hunting up excuses and finding fault with your teachers. Quit taking the others fellow's dust on

the highway of learning. Turn on more gasoline and travel on high gear. Some day, in some later profession in life, you expect to shine as a big success. Why not begin now in your present profession and get the habit early?

CHAPTER V

THE KEY TO SUCCESS IN STUDY

Some practical suggestions which will make hard lessons easy and double a student's hours of leisure.

If you "know how to study," you can make yourself an expert in almost any department of human activity. The accumulated knowledge and experience of the whole race is at your disposal. You can utilize for your own tasks the stored power of all past generations.

If, however, you "cannot learn things out of books," you will remain all your life ignorant, narrow, undeveloped, a hopeless cripple in the eager race for life's prizes.

How then can you learn this wonder-working art? Here is the great underlying primal secret of all successful study. If you are wise enough and

strong enough to make it yours, every word is worth a ten-carat diamond.

LEARN TO STUDY ALWAYS WITH
WHITE-HOT CONCENTRATION.

Welding new ideas on a cold mind is as impossible as welding new pieces on cold iron. No amount of hammering will make them stick. An inattentive mind cannot absorb or retain new ideas. A half-interested cold-hearted player will never make the varsity team, though he spend a thousand hours on the athletic field. Neither will a half-interested cold-hearted student ever make a success of study, though he spend endless hours holding a book or reading over his lessons.

Studying with intense attention soon develops a mental power hitherto undreamed of. In the glowing heat of a white-hot mind "hard" lessons become soft, long lessons become short, and the hours formerly spent in slow study are released for leisure or outside activities. The habit of concentration not only makes you a successful student but is the secret of power and leadership in all the problems and activities of your later life.

But all life's good things must be earned. Power is a growth from within, not a gift from without.

Strength of mind as of body comes only from strenuous exercise, and beginners must expect fatigue and soreness.

When, however, by hard work and resolute determination, you have established the habit of swift intensive study, you will feel like a traveler who has stepped from a farm wagon into a high-powered car.

Here are some practical methods of developing this wonder-working power.

FIRST: MAKE YOUR SURROUNDINGS FAVORABLE TO CONCENTRATION

A thoroughly trained mind can isolate itself and study in a boiler factory or a cheering grandstand. Beginners, however, should be free from anything which can divide or divert their attention. While studying you should see nothing else, hear nothing else, think of nothing else. Your whole mind should be driven like a blast of white-hot flame into your subject and held there till it has been fused and absorbed. Even winter sunlight, not warm enough to sunburn a baby's cheek, if gathered by a lens to a single point, will set the most stubborn materials

on fire. So even a moderately powerful mind, if its whole undivided strength be focused by strong will-power on one subject and held there, can accomplish results usually attributed to genius. Such concentration is impossible if part of your mind is following a phonograph tune, noticing outside noises, or becoming interested every now and then in conversation.

If, therefore, your surroundings during study hours are such that you cannot practice such concentration as I have described and you are unable to change them, have wisdom and backbone enough to seek a new and more favorable location.

SECOND: INVENT AND ADOPT METHODS OF STIMULATING YOUR CONCENTRATION

a. Study in Competition with Others.—The fighting instinct is a powerful stimulant. In such friendly contests over grades, honors, punctuality-records, etc., both contestants are prize winners if both have done their best.

b. Study against Time.—This is an admirable method of stimulating concentration. With your open watch before you assign so many minutes to

a given page or paragraph. During that period keep every faculty absorbed in the task. Then, with your eyes shut, test your success by repeating each item.

c. Try Overnight Memorizing.—Just before going to bed read a verse or paragraph once, very slowly, with intense attention. As soon as you wake next morning, make a persistent long-continued effort to recall every word. A few minutes so spent every day, steadily lengthening your selections, will soon double the accuracy and retentiveness of your memory, and make all “reading studies” easy.

d. Try the “Shut-eye” Method of Study.—Nearly all young students use their eyes a great deal and their minds very little. At least ten thousand injure their eyes by incessant or unwise use to every one who suffers from mind-strain. Study a paragraph or chapter intensely a certain number of minutes: then spend exactly the same number of minutes with your eyes shut recalling, reviewing, and repeating it. As a mind exercise the second period is far more valuable than the first.

e. And Finally, Imitate the Great Teacher LIFE.—Try on yourself a mercilessly applied system of rewards and punishments. Suppose every tardy rising

cuts off your breakfast-butter, and every failure in class your next dessert. Suppose there can be no picture show or night entertainment if any written work is due but not completed, while the winning of certain grades or honors is rewarded by a coveted indulgence or a week-end trip. This is the method by which the great school of life keeps countless millions eagerly at work. It is the world tonic for laziness and indifference. Give it a thorough trial, with yourself as patient, and watch the effect on your mental vigor.

**THIRD: LEARN TO CONCENTRATE YOUR ATTENTION
ON A SUBJECT AS A MATTER OF WILL-POWER**

Do not consider its intrinsic interest or attractiveness. Until you can do this, you have still the untrained mind of a child, whatever may be your age, height, or appearance. In fact the ability to direct and control the attention is not only the chief end of all education but its most accurate measure. It is the infallible mark of mental maturity, the stepping stone to intellectual power, the surest guarantee of future success.

For a student to refuse to learn a lesson because

he "doesn't find it interesting" is as childishly absurd as for physicians and architects and lawyers to refuse their tasks for the same reason. Let such conduct be confined to the age of long curls and pinafores. *To master a distasteful study by sheer will-power is the most valuable exercise in your whole school course.*

CHAPTER VI

A WIDESPREAD FALLACY DISPROVED

A warning to inexperienced travelers on life's highway against false sign-boards.

LYING PROVERBS

The proverbs or maxims of a people generally represent the wisdom of long experience. They are sign-boards on life's great highway erected by former generations, and most travelers accept their guidance without question. As a false sign on a crowded roadway may lead multitudes astray, so an untrue maxim, especially when circulating among the young and inexperienced, may turn countless lives into dangerous or fatal paths. "Every young man must sow his wild oats," "All's fair in love and war," "Every man has his price," are examples of such lying proverbs.

Our boys and girls, inexperienced travelers on a new road, eager to be in the fashion, untaught as yet by hard experience, are easily misled by current fallacies and false traditions, especially if the falsehood is sugar-coated with a little truth and its acceptance furnishes a ready excuse for laziness or misconduct.

To this doubly dangerous class belongs the oft-repeated and widely-believed statement that the boy who leads his class in school is generally a failure in after life. Here is the lying tradition sweetened with a little truth and flavored with counterfeit logic:

THE FALLACY STATED

“To attain success in the fierce warfare of modern business demands pluck, self-confidence, red-blooded vitality, and a knowledge of men and things, rather than ‘book-learning’ and abstract scholarship. In fact, the students who make the very highest grades are not so apt to win promotion and success in later life as their wiser comrades who refuse to spend more time in study than is necessary to make reasonably fair grades, and are thereby enabled to par-

ticipate more vigorously in the social and athletic activities of the playground and campus."

To the lazy and self-indulgent, to social dudes and tin-horn sports and overgrown children, to all who long to study less and play more, this theory is as fascinating as poisoned candy in a kindergarten. It not only excuses neglect of duty but crowns the loafer as a man of far-seeing wisdom. It is a timely opiate when conscience stirs within, a trusty armor when parents and teachers assail from without.

What wonder that in many student circles it is the most unquestioned part of the school creed and campus opinion looks down with mingled pity and contempt on "studes," "digs," "grinds," and "scholarship cranks."

The truth is that those who outstrip their indolent or brainless competitors in school or college continue to do so when school days are over, and to win high scholarship honors in a first-class college is almost a guarantee of success in life.

THE FALLACY DISPROVED

To prove this let us take only one of many impartial investigations.

In 1911, Dr. Paul Van Dyke made a careful study of the scholarship records and future history of nearly 9,000 graduates of five typical colleges to see how many of them had attained such prominence as to be placed in the *Who's Who* list of distinguished Americans, published every other year by Marquis and Company, of Chicago. Other similar studies had shown that of the two million Americans who never attended school, none attained the *Who's Who* list; of those with a common school education, it took 9,000 to furnish one distinguished man; of those with high school training, one in 400 reached eminence; of all college students, one in 40; of all college graduates, about one in 15.

Dr. Van Dyke's study of the Harvard records covered thirteen successive senior classes, numbering 2,229 men, of whom only 75 won the very highest scholarship honors. Of these 75, 59 were living in 1911, and 27 of them were listed in *Who's Who* of that year, about 1 in 2.

At Yale, twenty senior classes numbered 2,132, with 102 first-honor men, of whom the 80 living in 1911 furnished 31 to the *Who's Who* list.

Princeton's seniors for 20 years, numbering

1,687, furnished 100 honor-men. Of these 76 were living in 1911, with 29 in *Who's Who*.

Amherst College in 17 years furnished 1,153 seniors and 106 honor-men. Of the 80 living in 1911, 25 had reached distinction.

Brown University in 15 years had 778 seniors, of whom 60 won first-honor. Of these there were 53 living in 1911, and 19 were listed in *Who's Who*.

Thus among 7,979 men, having all the advantages of modern college training, representing five institutions and eighty-five graduating classes, 348 (4 per cent) were differentiated from the rest solely by their very high grades. While this group was still below middle age, and 79 of them too young to have had a fair chance to win distinction, 131 (1 in every $2\frac{2}{3}$) had already won a place on the *Who's Who* list of distinguished men which contains only one fifty-fifth of one per cent of the total population. Omitting the 79, *one half of the remainder were already on the "Who's Who" list in 1911.*

FROM ANOTHER VIEWPOINT

To sum it up from another point of view: The man who graduates with high scholastic honors, in-

stead of being unfitted for success by his extra "book-learning," is about seven times as likely to become a distinguished man as the "all-round men" taking their diplomas with him. As compared with the average college student his chances are 20 to 1; compared with the average high school student 200 to 1; and with those having only a common school education 5,000 to 1. In this Age of Mind as never before, Knowledge is Power, and the man who *knows* is the man who *leads*.

The next time, therefore, the silly falsehood that star students generally fail in business threatens to become epidemic on your campus, kindly inoculate the "easy marks" with the above facts and arrest the spread of the contagion.

CHAPTER VII

ON GETTING RICH

For the consideration of the ambitious American boy who is tired of books, bent on winning wealth and business leadership, and beginning to believe that American hustle and an early start will enable him to reach his goal more quickly than book-learning and a college diploma.

A LAUDABLE AMBITION

I don't blame a boy for wanting to get rich when he grows up and enters business. Next to character and wisdom, money is probably the greatest earthly blessing. It is like coal, gasoline, or dynamite, dead and useless in itself, and dangerous if misused, but always brimful of concentrated power. Rightly used, wealth not only gives to its possessor comfort,

health, culture, and happiness, but enables him to bestow all these blessings on others. All of us, therefore, will agree that to get rich safely, honestly, and rapidly is a laudable ambition for young Americans looking forward to a business life.

AN IMPORTANT QUESTION

The far more practical and perplexing question for you is "*By what route* can I best reach that shining goal?" There are countless competitors trying to beat you to it, a wilderness of roads and trails to choose from, a Babel of advice from without, a warfare of inclinations within, a multitude of failures on every side, and small hope of correcting early mistakes. Certain very tempting shortcuts will infallibly land you in the sanitarium, the poorhouse, or the penitentiary. Some of the most popular roads, thronged with eager and hopeful runners, start out like city boulevards, but will soon slow you down in endless mud, doomed for the rest of your days to low gear and high horsepower. No wonder a young and inexperienced traveler is perplexed.

TWO FATAL MISTAKES

Since I have spent my whole life watching the successes and failures of thousands of young Americans, let me warn you of two fundamental mistakes which are responsible for more failures in business than all others combined. One is a question of *character*, the other of *education*. Both must be settled in boyhood, and a wrong decision of either question cannot be undone by a lifetime of later regrets.

The First Mistake is to believe that in the world of practical business trickery and underhand dealing will hasten the attainment of wealth and business leadership. Of course they may increase the profits of a single deal, but modern business is so based on mutual confidence and so quick to detect unreliability that crooked dealing will inevitably cripple you in the race for "big business." The dishonest business man of to-day is not only a knave but a suicidal fool.

The Second Mistake is far more widespread and has ruined more business careers than all other errors combined. It is to abandon your education

at an early stage and enter business under the influence of such statements as the following:

"A lot of book-learning generally unfits a man for practical business." "The men who make the highest grades in school or college are not often successful in real life." "High school and college studies, even if one remembered them in after life, are too useless and impractical to be of any real help in selling goods, managing a store, or running any kind of actual business." "It takes an early start, practical common sense, and American hustle to make money, not years of book-learning and a college diploma."

Every one of these statements is a falsehood. Yet to the ignorant boy tired of study they are as dangerously attractive as that other poisonous falsehood, that every young man must sow his wild oats, is to the boy who is tired of being good. If your determination to be an educated man is growing weaker under their influence, weigh well the following suggestions:

1. Don't let your *desire* influence your *judgment*. The fact that you want to believe these lies and act accordingly doesn't make them true. Because a freezing man hates to move on, and eagerly accepts anybody's advice to take a nap first, is no sign that such a course is wise.

2. In trying to determine the value of an education as an aid to wealth and business leadership, don't accept the opinions of *uneducated* business men. You might as well get a blind man's help in deciding on color combinations or consult a Hindoo as to the merits of American baseball. Who are circulating these statements about book-learning being "no good" in actual business? Nine-tenths of them are half-baked clerks and soda-fountain dispensers, untrained men of the "little-business" class, and school-boy philosophers of the "fool-kid" variety. If you want big advice about big business, go to big men who have both education and leadership, not to these "experts" of the street-corner and the playground who have neither.

3. Don't think you can coin mere physical strength and bodily labor into riches, or even into moderate wealth and comfort. Even the horse is being driven off the field by modern machinery. Human muscles stand no show in this age of steam and steel. One decision of a trained mind will often earn more money than a whole year, or even a lifetime, of exhausting bodily labor.

4. Don't overrate mere "hustle" as a money-maker. Tireless, sleepless, red-hot bodily activity is a great

aid to success, especially in subordinate positions, but it belongs especially to youth, and if it is your sole dependence, younger competitors will soon hustle you off the race-track. You want the long years after forty to be the richest and most fruitful of your whole business career.

There must be some way to accomplish such a result, for, even in the recent tempestuous era of world-wide war, the leading generals, statesmen, and administrators in every land were nearly all gray-headed.

THE SECRET OF LEADERSHIP

And this brings us to the root and fruit of the whole discussion. The key to leadership, to business success on a large scale, to the organization and management of complex industrial enterprises, to the fabulous riches of new discoveries and successful inventions, to the control and utilization of Nature's giant forces; to the triumph of human skill over earth and air and water, over fire and flood and famine, over vice and disease and poverty; to that kind of ability that grows more productive and remunerative with advancing years—the one golden key

which opens almost every door to human hope and human achievement is

TRAINED BRAINS

This is the Age of Mind, of the expert and the specialist, of the efficient engineer and the trained administrator. Against such competition the uneducated man is like an Indian warrior with his tomahawk against a modern soldier and his repeating rifle.

If you who read this message are fortunate enough to possess both Brains and a Backbone, recognize this momentous fact with the first, apply it to your own training with the second, and you will have already taken, even in boyhood, two long steps toward future business leadership.

This chapter deals with fundamental principles. In the next I hope to give some detailed and exact facts as to the money-value of book-learning.

CHAPTER VIII

THE CASH VALUE OF BOOK LEARNING

A few hard facts for the schoolboy who asks the question: Do High School Studies Pay? and for the parent who finds it hard to see any connection between book-learning and money-making.

YOUR BIGGEST QUESTION

If, when your school days are over and you enter the fierce competitive struggle of business life, you find yourself unable to "make a good living," you'll be miserable. So will your wife and children.

Yet you are urged by your teachers to spend your whole boyhood—your one period of preparation—studying textbooks which have nothing to do with business.

No wonder you are puzzled. Culture may be very nice, but poverty is not; and if all these years of

book-learning are using up your youth without fitting you for business success, the sooner you quit the better.

On the other hand, if you knew for certain that a high school diploma would help you become a rich man, you'd get one, wouldn't you? And if a college A.B. were exchangeable for \$20,000 in bank the day of your graduation, you'd get that diploma, too, or break a trace pulling for it.

Your biggest question, therefore, just now, on which your youth and manhood both depend, is this:

DOES ALL THIS BOOK LEARNING PAY?

Many people declare that studying Latin and algebra and history and geometry will never help you earn a dollar. Are they right or wrong?

Suppose we were to canvass all the thousands of business men in a given city or county, and, by promising to make no names public, find out from each one how much education he had before entering business and how much he is personally earning per year. Suppose we then classified all these thousands *according to their education*, got the average earnings of *each class*, and then tabulated the results. Then we'd *know* (wouldn't we?) without any guessing, or partiality, or argument.

Such expensive and elaborate investigations have been made in many sections of the United States. For lack of space I will give only a few, and will confine the exhibit to graded and high school training.

1. *In Brooklyn.*—Ten thousand men in jobs requiring only a common school education averaged a yearly income of \$657. One thousand five hundred and seventy-nine holding jobs in the service of the city government which required all applicants to have a high school training were getting an average salary of \$1597.

This average difference of \$940 represents the earning power of \$18,800 at 5 per cent, or an average of \$26 *for every school day of the four-year high school course!*

2. *In New York.*—A thorough and widely extended investigation among thousands of business men revealed the fact that boys leaving school at 14 were, at 25 years old, after 11 years of business experience, earning \$661 per year; those leaving school at 18 were, at 25, after 7 years in business, earning an average of \$1612 a year. The difference, \$951 a year, represents the earning power of \$19,000 at 5 per cent, or \$26.85 for every school day of the added four years. In offering to every New York

and Brooklyn boy, free of charge, a four-year high school course, the city was really offering them on the average, counting all the dull and lazy as well as the bright and diligent, a 5 per cent bank deposit of \$19,000. Yet thousands doomed themselves to life-long poverty because they didn't have enough business sense to see it. How is it with you?

3. *In Minneapolis.*—Three thousand three hundred and forty-five boys who finished the eighth grade and went into business received an average salary of \$240 their first year. Nine hundred and two had sense enough to keep on and finish the regular high school course (which so many of your "fool-kid" playground advisers say is "no good in business"). They received, on the average, \$600 their first year. Of course, with their added intelligence, they rose in business twice as fast as their ignorant competitors; but suppose, for argument's sake, that all of them kept earning only their initial salary till they were 60. The graded-school men, with 46 years of labor, would have received, as the money-value of their life's work, \$11,040 in hard cash. The high school men, working 42 years, would have averaged \$28,800. This means that, on the basis of first-year earning power, the 720 days of "unpractical" high school

study added in cash \$17,760 to their future wages, an average of \$24.66 *for every day's study!*

Or, take another way of looking at it. With every high school diploma went an added earning power of \$360 per year over the graded school graduate. This equals \$7200 invested at 5 per cent, an average increase in each boy's initial value as a money-maker of exactly \$10 for each high school day.

4. *Factory Workers in 43 Cities in Massachusetts.*

—Those boys who entered business at 14 with only graded school training were at 25 earning \$650 per year. Those who finished the technical and commercial courses of the city high schools, leaving school at 18, were at 25 earning an average income of \$1550. This is almost exactly the same result as in New York and Brooklyn. At 25, in the prime of life, with an equal chance for all, *except* in the added education, every high school man, on the average, finds his training, in the matter of income alone, worth \$900 per year, or \$18,000 invested at 5 per cent. During his whole high school course he was thus laying up a life-time investment in brains, out of reach of fire or thieves or business risks, at the rate of \$25 a day.

5. *In and Near Philadelphia.*—An investigation, covering months of time and many thousands of cases,

proved that those who began work as *untrained laborers* at 16 received increasing wages till 21, when their income stopped rising, and remained stationery at \$510 a year.

Technical school graduates, starting at 22, earned more each year till at 32 they reached their maximum, which averaged \$2150. This difference in education, therefore, was worth in earning-power \$32,800 at 5 per cent.

6. *In Tompkins County, N. Y.*—Out of 1287 small farmers, only 280 had ever attended high school at all. They were earning an average of \$622 a year, the rest averaged only \$318.

I could go on almost without limit, but as every such investigation tells the same tale, why multiply instances? In this age of brains mere muscle is dirt cheap—a gallon of gasoline can outwork a hundred men—but in the market of twentieth century civilization the cash value of *trained brains* is already “out of sight” and rising every day. If you ever expect to develop good horse sense in business, *show it now*, before it is too late, by investing your boyhood energy in a good education.

CHAPTER IX

THE FIRST LESSON OF THE WORLD WAR: THE VALUE OF MORALE

If our school-armies of young Americans will but learn and practice this greatest lesson of the greatest war, our stern teacher's huge tuition fees of blood and tears and taxes will prove a wise and dividend-paying investment.

AN OLD-TIME BATTLEFIELD

The battlefields of former wars, with their galloping officers and brilliant uniforms, their floating flags and battle-cheers and roll of martial music, were often scenes of beauty and splendor. Such knightly fighters did not stoop to common toil. The fierce game of war had little in common with everyday life. The soldier and the workman belonged to different worlds.

MODERN WARFARE

The modern soldier adds to his fighting duties the ceaseless toil of the quarry-slave, and far behind the lines of battle are marshaled endless lines of labor, all enlisted in the same army and fighting for the same cause. Overcoming material obstacles is often a severer test of soldierly qualities than vanquishing mere flesh-and-blood opponents. To maintain undiminished for long weeks and months a soldier's fiery ardor amid the filth and vermin and crushing toil of the trenches demands a sterner type of heroism than to brave for a few hours the flaming terrors of No Man's Land. Our American soldier in his working khaki, with his rifle in his hands and his trench-tools on his back, his fighting and working fused into one continuous effort, is not only a finer type of battle-hero than the plumed knights of old, but more nearly represents the life and ideals of modern democracy, in which every soldier works and every workman fights in common fellowship and common devotion for the common good. Thus modern life and modern warfare are now but different phases of the same endless struggle, and the qualities which win victory in one insure success in the other.

THE ONE IRRESISTIBLE WEAPON

For thousands of years man has been inventing and forging weapons of war till the very thunderbolts of heaven are outdone by his awful engines of destruction.

Yet now, as from the very beginning, the most potent instrument of attack, the surest means of defense, the mightiest and most irresistible weapon in all the vast and varied armory of war is the *soldier's heart*.

Every invention which increases the terrors of warfare adds to the importance of this, the most ancient weapon of all. Its possession doubles the efficiency of all other agencies of warfare, sweetens toil and sacrifice, gives joy in battle and fortitude in the trenches, and constitutes a surer guarantee of victory than numbers, equipment, or resources. Vain are material weapons against the invisible might of a dauntless heart.

THE ONE FATAL ARMY DISEASE

As man has concentrated his armies and multiplied his agents of destruction, nature has kept pace with

hers. Among his vast and crowded camps trench-fever and consumption, gangrene and typhus and lockjaw, syphilis and influenza and pneumonia are ever waging their hostile campaign.

Yet every wise general knows that the one really fatal army disease, as contagious as it is deadly, is *heart-failure*. Whatever its varied symptoms and grades of virulence may be, from rank cowardice and open mutiny to loss of morale and mere homesickness, it is always and everywhere the patriot's worst enemy, the foe's most efficient ally. As modern weapons are vain against the armor of a soldier's heart, more impotent still are they in the hands of an army which fears to fight and shrinks from toil and sacrifice. A tiny bird defending its young can put a mastiff to flight; a thousand sheep will flee at a puppy's bark. An army afflicted with heart-failure has already surrendered to the enemy.

THE LESSON OF THE WAR

War has proved a stern teacher, with huge tuition fees from all and relentless punishments for the stupid and obstinate. Let young America be wise enough to earn dividends on the one and avoid the

pains and perils of the other by learning and applying war's first and most important lesson—that the key to victory in conflict, efficiency in service, and joy in both is found, not in the army's numbers and equipment, but in the *soldier's heart*.

WHERE IT IS MOST NEEDED

Nowhere is the parallel more exact or the lesson more needed than among the armies of young Americans mobilized in our schools and colleges. They, too, under trained and zealous officers, are waging organized warfare against open foes in front and hidden enemies in the rear, with every campus a battlefield and student-life a chemical combination of endless conflict and equally endless labor.

Let every American student, therefore, turn upon himself and his fellows the searchlight of our recent army experiences and answer such questions as these:

Are you and your fellow-soldiers loyal to the great cause for whose furtherance you have enlisted? Have you formed for yourself a clear conception of the meaning and issues of the war, the deadly dangers of ignorance in a democracy, the necessity of education where the people are their own rulers? Is your soul

on fire with the determination to be victor in your own individual conflict with ignorance? Do you go through your daily routine drill with "pep" and enthusiasm? Textbooks and recitations and school equipment and trained officers are all doomed to defeat, if the students have no stomach for the fight, and indifference and treachery are hoisting white flags in the rear. *Is your heart in your job?*

Are you loyal to your company? Is the spirit of the playground and the campus one of warm and helpful comradeship, of devotion to your institution, of enthusiasm for her educational ideals and appreciation for the priceless benefits she confers? Or is the spirit of the school poisoned by disaffection and its great work hampered by constant criticism and shallow opposition? *Is your heart with your school?*

Are you loyal to your officers? Do you appreciate their aims and their labors, render prompt and willing obedience to their orders, and second all their efforts to increase the efficiency and zeal of the student-body? Or are you cultivating a camp-habit of fault-finding and mutiny, of evasion and half-hearted obedience, till the whole camp atmosphere is so warped and poisoned with disloyalty that deriding

and belittling your teachers becomes the campus fashion and to profess love and admiration for them awakens suspicion and distrust? If so, rest assured that your soldier's heart is rotting at its very core, and your school-corps is in open league with the enemy.

To new recruits like yourselves the trenches are a severer test than the battle-front. To bear with a soldier's cheerful courage the monotony and fatigue of steady toil, to be victor over circumstances without and temptations within, to form the soldier's habit of choosing the right rather than the easy, the popular, and the profitable—these victories of the spirit are the hardest of all to win.

It is also true that in spite of modern sanitation the tragedies of the trenches are more numerous than those of the firing-line. Their deadly and contagious filth-diseases and cowardly self-indulgence claim more victims than the bombs and bayonets of the enemy. If all the youthful combatants whose soldier-hearts have succumbed to their fatal poison were buried where they fell, our lovely school-grounds and verdant campus lawns would be ghastly with thick-strewn headstones.

THE CONCLUSION

Most of those who read these lines are youthful combatants, just reaching the battlefield where American manhood must meet its ancient foes. If you would imitate our gallant heroes of Château-Thierry and the Argonne and like them establish the habit of victory by winning your first battles, learn well this greatest lesson of the greatest war:

That twentieth century warfare is a chemical combination of fighting and working, that cowardice and laziness are equally unsoldierlike, that unselfish comradeship in the ranks and unshaken loyalty to your leaders is a soldier's primal duty, and that joy in battle and your whole heart in your work are both the price of victory and the key to happiness.

CHAPTER X

A SQUARE DEAL FOR THE HOME FOLKS

A word of sympathetic counsel for boys who are passing through the "Troublesome Period" immediately preceding manhood. Commended also to the attention of their perplexed and sometimes indignant parents.

THE "TROUBLESOME PERIOD"

During the period immediately preceding manhood the rapidly developing boy often gets out of tune with his surroundings and causes his parents much anxiety and alarm. His attitude and conduct are marked by a bewildering mixture of painful bashfulness and defiant self-assertion, of eager and servile compliance with the fashions and opinions of his "gang," and of stubborn and scornful argumentativeness with the "old folks" at home.

Often he develops a new and irritating sense of responsibility for the conduct of the whole family, and passes judgment with impartial contempt and humiliation on the old-fogyism of the elder members and the childishness of the younger. His former affection, docility, and family loyalty give place to a restless dissatisfaction with the routine of home and school duties and a resentment of parental control which often wreck the harmony and happiness of his home-circle.

To the perplexed and indignant parents their formerly lovable and obedient boy seems rapidly deteriorating in habits, disposition, and character. To the boy it seems that old and young have "fallen out" with him and are conspiring to deny him the rights and privileges of manhood. To both it is undoubtedly a difficult and dangerous transition period whose complex problems require for their successful solution genuine affection, mutual forbearance, and a clear understanding of the situation.

ITS NATURE AND MEANING

The key to the problem lies in the fact that during this momentous period the oncoming man-nature of

the future is in conflict with and is steadily overcoming the boy-nature of the past. Their daily conflict and their joint or alternating control give rise to the otherwise inexplicable fickleness and stubborn unreasonableness of the boy-man's attitude and conduct.

The typical virtues of childhood, which delight the heart and smooth the road of every parent and teacher, are trustfulness, teachableness, and willing obedience. These spring from childhood's inexperience, ignorance, and weakness. Before the boy can become a real man they must be replaced by independence, initiative, will-power, self-control, and self-direction.

In the simplicity of savage life the boy of fifteen or sixteen, as soon as these instincts develop and nature prompts independence, can take his weapons of the chase and strike out for himself. Among the illiterate of civilized nations the case is almost as simple. The boy begins "working for himself," with little or no parental control, as soon as his body is reasonably well grown.

Among highly educated nations, however, our complex and artificial civilization has found it necessary to lengthen the legal period of childhood and formal schooling far beyond the time when these instincts of

manhood develop. The boy of sixteen or seventeen thus finds his newborn instincts and desires in conflict with the prolonged guidance and control which his proper preparation for civilized life makes necessary.

Along with this instinctive resentment at former control comes an equally instinctive and irresistible impulse to harmonize with the new world of which he is soon to become a constituent unit. Hence the boy who eagerly argues against the most cherished convictions of his parents and pastor is overwhelmed with confusion to find himself at a "party" wearing the wrong kind of necktie, and accepts with slavish loyalty the half-baked opinions of his "set" on all questions of manners or morals.

A WORD TO PARENTS

During this trying period the perplexed parent should recognize with a sigh of relief that for this boyhood ailment Father Time is a more effective physician than he. He should, therefore, be wisely blind to minor follies, cultivate sympathetic forbearance, and often find relief in a sense of humor. During a period of such ultra-sensitiveness the wise

parent will especially avoid threats, open challenges, and humiliation in the presence of others. To "conquer" the boy, cow his spirit, or "break his will" at this age is close akin to murder. The awakening will-power and fighting-spirit so troublesome now may in a few years become the glory of his manhood and the pride of his parents.

Try guidance, therefore, rather than repression. Recognizing that this revolution cannot go backward, train the boy as rapidly as possible in self-direction and the acceptance of personal responsibility. Confer liberties just as fast as they can be wisely used. Shift your formerly autocratic control, your disciplinary parental relationship, towards that of guide, counselor, and comrade. You will doubtless be astonished at the effectiveness of the new method and your son's delighted appreciation of the new attitude.

TO THE BOY APPROACHING MANHOOD

If there is increasing friction between yourself and your parents and teachers, and a growing resentment on your part at being "treated like a child," the real difficulty is almost certainly this—that you desire and claim a man's liberty before you have convinced those

who have governed your childhood that you will not abuse such freedom by choosing to do wrong.

Whatever you may think of it, the world, the law, and their own consciences hold your parents responsible for your conduct. They cannot, therefore, let you do as you please until you have convinced them that you will please to do right. It is unreasonable for you to claim, and wrong for them to grant, the liberties of manhood as long as you feel and act like a child.

Take, for example, the routine of your daily personal duties,—getting up at the appointed time, looking after your clothes, hair, teeth, nails, shoes, and laundry, attending meals punctually, getting to school on time, performing your special tasks about the house, going to church and Sunday school, and all the other items of your regular home-program. Does it “make you mad” to be continually reminded of these things and scolded or punished “like a child” when you neglect them? Then remember that a really grown-up man does them all as regularly as clock-work without a word of reminder from anybody. *Be grown up*, therefore, instead of merely *claiming* to be. Try that on your parents and see how gladly

they will relinquish to their manly son the entire management of his daily routine.

Then practice your developing manhood in a broader field,—that of choosing your own hours of study, recreation, and retiring, going out in the afternoon or evening and getting home promptly at the right time, purchasing your own clothes, handling your own money, going to picture shows, or fishing, hunting, auto-driving, etc.

In all these matters let your steadfast aim be to *prove to your parents that orders, reminders, control, and oversight are in your case entirely unnecessary.* Try this method on them a few months and nobody will dream of “treating you like a child” any longer.

To sum it all up in three sentences: Quit claiming a man’s liberty till you can use it like a man. To act like a child and then blame your parents for treating you like one is to prove their wisdom and your own lack of manhood. Either submit loyally as a child to their authority, or prove to them that you are man enough not to need it.

Give the home folks a square deal.

CHAPTER XI

COLLEGE AND UNIVERSITY TRAINING

Some important facts for the consideration of perplexed parents and ambitious young men.

1. A college education is to-day almost a necessity to one desiring to win leadership and conspicuous success. Only one per cent of our population are college-trained, yet they furnish almost seven-eighths of our prominent men.

2. A college education is the only gateway to the great professions of Medicine and Surgery, Law, Diplomacy, and Teaching, and the various branches of Engineering, chemical, civil, electrical, mechanical, etc. It is almost equally necessary for success in Journalism, Authorship, and the Ministry. These ever-widening avenues to fame, wealth, and usefulness are closed to the man who does not "go to college."

3. A college education to-day need not be confined to classical languages and abstract studies. A modern School of Commerce in a "literary college" gives, along with college culture, a thorough and practical training for broad-minded leadership in Business, Law, Politics, and Journalism.

4. A college education cannot be "given" to any one. A father's money may give the opportunity but not the education. That is a treasure each must dig out for himself. The college loafer never gets it, however prolonged his residence.

5. A college education is within the reach of any young man of health and energy and willpower. In these days of loans, prizes, scholarships, vacation jobs, and outside work, poverty is a test and stimulus, but need never be a barrier.

6. A college education, viewed simply as an aid to money-making, adds to the income of the average graduate not less than \$1,250 per annum for life, equal to \$25,000 safely invested at 5 per cent.

7. A college education, however, is very variable in value, whether measured by the earning power or by the future leadership of the graduate. By either measurement the training of an honor-graduate is

worth several times as much as that of a "tail-ender," though both are awarded the same diploma.

8. Never has the call for educated leadership been so insistent as now. Never has the public been so convinced of the practical value of college training as since the experiences of the Great War. And never has a thorough college education, backed by character and energy, promised such large and certain dividends of wealth, fame, and opportunity as during this post-war era of ferment and reconstruction.

9. A college education consists of two parts: The intellectual training of the classroom and laboratory under the occasional instruction of the faculty, and the moral and social development produced by the customs and traditions of the campus under the hourly influence of the students and their organizations and activities.

10. A college education of the intellect, gained in thoroughly equipped laboratories and libraries, while the student's morals and religious ideals are rotted out by breathing a poisoned campus atmosphere, is an irreparable injury rather than a benefit. Such a graduate is already a bankrupt, having sold his birth-right for a mess of pottage.

11. Since each campus has its own customs, stand-

ards, and moral atmosphere, which are almost as permanent as its buildings and mold every student with an overwhelming influence, the parent or prospective student who selects a college without a careful study of its campus customs and morals is acting with singular lack of judgment and incurring a grave risk.

12. The bane of college life is childish, frivolous self-indulgence; a lack of iron in the blood; a weak-willed following of the crowd. In many campus circles high-minded earnestness is not good form, college "life" is regarded as of far more importance than college study, and hard work is ridiculed as a sure sign of "freshness" and inexperience.

Let the boy who is looking forward to college remember that none of life's prizes is offered to the loafer, and of all the many varieties of that worthless product of our artificial modern life the college loafer fooling away his priceless opportunity is the most suicidally foolish and shortsighted.

13. Where a college faculty accepts full responsibility for the social and moral life of the campus and exercises a constant and sympathetic supervision and control of the individual students and of their organizations, there is no question that the moral standards of such a college community are higher,

cleaner, and more uplifting than those of any ordinary American town or city. A boy in such an institution is generally safer, from a moral standpoint, than at home.

CHAPTER XII

THE HOME HALF OF COLLEGE PREPARATION

*Some additional facts of great importance to boys
preparing for college and to their parents*

TO THE BOY PREPARING FOR COLLEGE

You must possess two things before you are "ready for college": First, a certain amount of high school training; second, enough manhood and self-control to study regularly without compulsion, attend to routine duties of your own accord, and choose every day what you know is right and wise rather than what is easy and pleasant. In spite of all the school-talk of Carnegie units and diplomas and certificates and entrance examinations and college standards, the second element is twice as important as the first. Be wise enough to recognize it.

TO THE PARENT WHOSE BOY IS PREPARING FOR COLLEGE

Your boy's preparation for college consists of two parts, the high school half and the home half. The first attracts much attention, utilizes costly buildings and expensive teachers, and absorbs five or six hours of your boy's time every day. You may be so misled by this elaborate machinery as to undervalue and neglect your share of the great task. A lifetime of experience has taught me that the home half is far more important and far oftener neglected than the school half of a boy's preparation. Since your boy's future is at stake, do not let a hired teacher surpass you in zeal or in definiteness of program.

TO THE BOY

A modern American college or university is not a playground or a social club. It is a vast and varied workshop, where scores of expert workmen are showing hundreds of clumsy and untrained apprentices how to use their tools and make all sorts of things the world must have and is willing to pay for.

All that your high school "units" can do for you is to furnish you a kit of tools and put you inside the

door. It then depends on your character and will-power whether you will play with the shavings on the floor like a baby, look out of the windows at the passers-by like a child, or use your tools like a man and make of yourself a master workman. After you are once inside the college door, an ounce of manhood is worth a ton of units and a ream of certificates.

TO THE PARENT

Your boy's will should be approaching maturity as rapidly as his mind and body. It must soon take the helm, determining his character, career, and destiny in college, after college, and forever. Like the mind it can grow only by exercising itself.

If your boy's teacher insisted on working all his problems for him, writing all his exercises, and answering all his examinations questions, you would rate him a very harmful lunatic whose criminal kindness was robbing your boy of every opportunity of training and developing his mind. Yet often a parent, with mistaken and harmful zeal, insists on performing all the will-exercises which are necessary for his son's development. Although their boys are rapidly approaching maturity, many parents continue to treat them as children, reminding them of all their

routine duties, choosing for them their clothes, games, companions, and food, making them go to bed at night and getting them out every morning, telling them when to begin studying and when they may quit, thus carrying out at home the very program they would condemn as criminal folly at school.

Such parental zeal, however commendable its motive, is often more injurious than blows or neglect. An undeveloped mind in college is a handicap, generally removable by time and labor; an undeveloped will may at any time result in irremediable tragedy. No entrance examinations have yet been devised which can detect in advance the fatal combination of a child's will holding the reins over a man's appetites and passions.

TO THE BOY

For every boy who, in spite of his best efforts, makes a failure of his college course for lack of mental training a hundred fail for lack of will-power. To be "ready for college" means to be prepared not only for college *studies* but for college *life*. If you are too weak-willed and childish for the second, no high school course on earth can enable you to make a success of the first.

Before you go to college learn to steer your own course, furnish your own steam-power, accept your own responsibilities, and perform promptly and regularly your daily duties, without having any one remind you, urge you, or order you. If you learn this lesson well, I would rate it as three-fourths of your real preparation for college.

TO PARENT AND PROSPECTIVE STUDENT—A PRACTICAL SUGGESTION

Draw up in joint conference a short simple daily schedule with blank space for report. Make many copies, and *every night* let the boy hand in his report for that day. Sunday afternoon let the preceding seven reports be summarized in a percentage grade for each item. Here is a sample report:

Wednesday, May 3

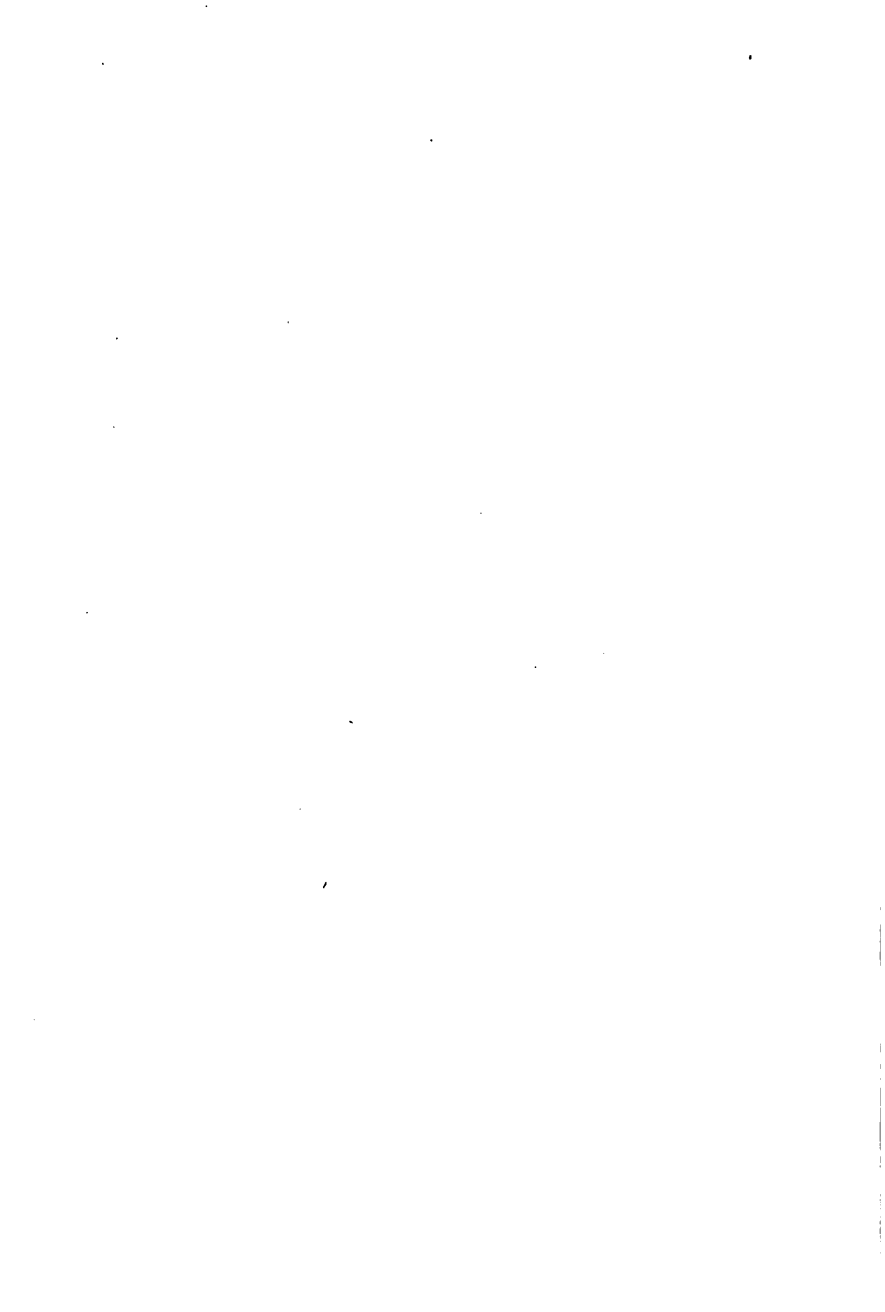
SCHEDULE	REPORT
1. Rising, 7:30.	1. 5 min. late.
2. School, 9:00.	2. O. K.
3. Home study at least 2 1-2 hrs.	3. 155 min. (Geom., 40 m.) (Eng., 55 " (Lat., 60 "
4. Bed, 10:15.	4. O.K.

Of course Sunday and Saturday schedules may be different and the items may be varied at will. The essential points are:

1. To make out a program,
2. To place the entire responsibility on the boy's shoulders,
3. To insist on the reports,
4. To take the deepest interest in *each report*, with cordial appreciation of efforts and improvement.

The boy should, of course, be given a good watch and a reliable alarm-clock. The question of rewards and penalties is a delicate one, but personally I would advise offering the most liberal and attractive rewards possible for clean scores or steady improvement, with loss of privileges such as picture-shows, etc., for low scores or lack of "pep."

Such methods and processes will, if tried in the right spirit, relieve the parent of an unnecessary burden, make a childish and procrastinating boy self-reliant and business-like, and furnish the best possible preparation for the life and work of any institution of higher education.



RECENT BOOKS FOR BOYS

THE BOY SCOUTS YEAR BOOK

Edited by FRANKLIN K. MATHIEWS

The biggest book for boys! Contains stories by favorite authors, articles by experts, messages from famous men on all subjects nearest a boy's heart.

SCOTT BURTON ON THE RANGE

By E. G. CHENEY

A tale of the western forests, full of exciting happenings and much real woodcraft.

THE RING-NECKED GRIZZLY

By WARREN H. MILLER

A big game hunter reveals the mysteries of the trail in this story of two boys' visit to the Rockies.

DICK ARNOLD OF RARITAN COLLEGE

By EARL REED SILVERS

A splendid football story, by a man who knows the game and who shows college life as it really is.

DICK ARNOLD PLAYS THE GAME

By EARL REED SILVERS

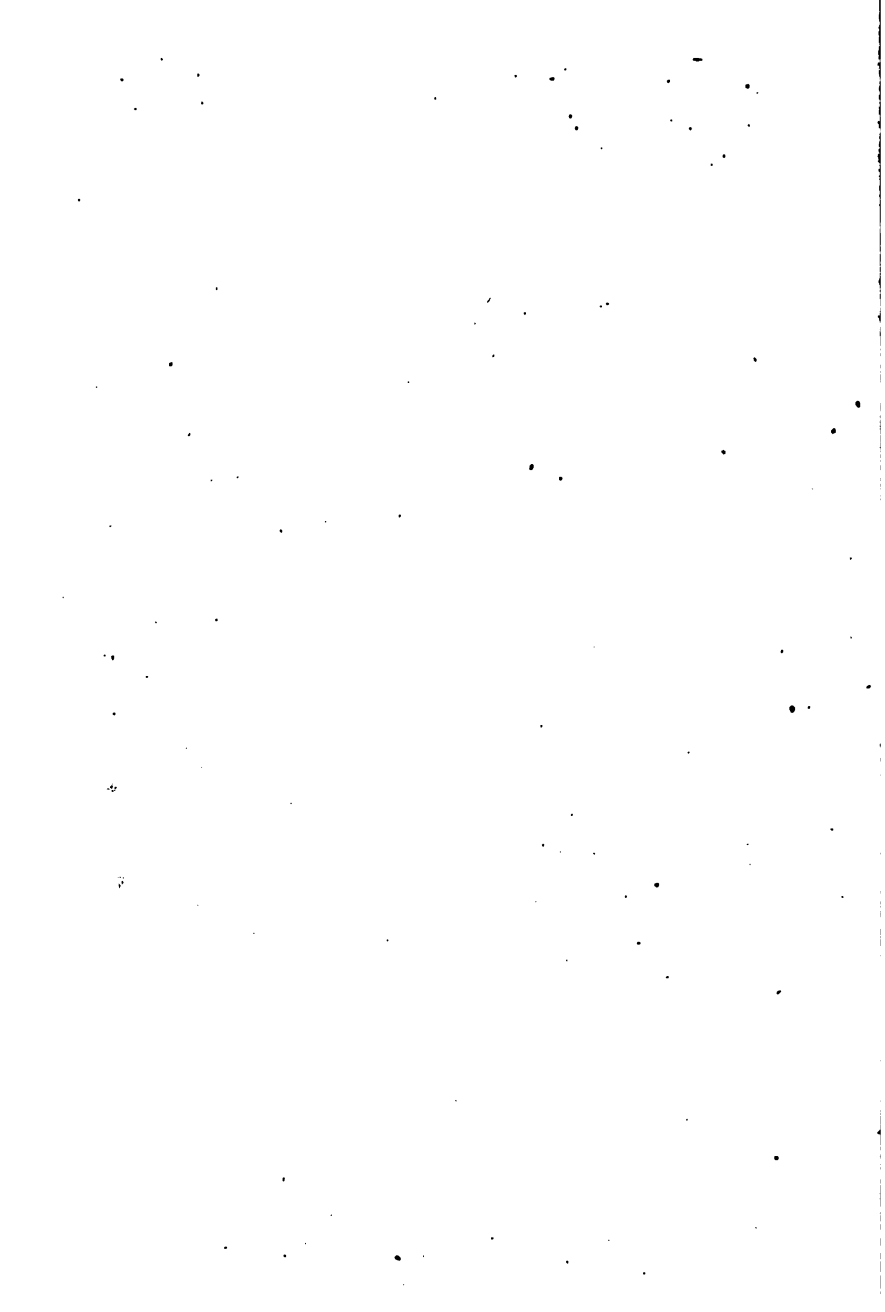
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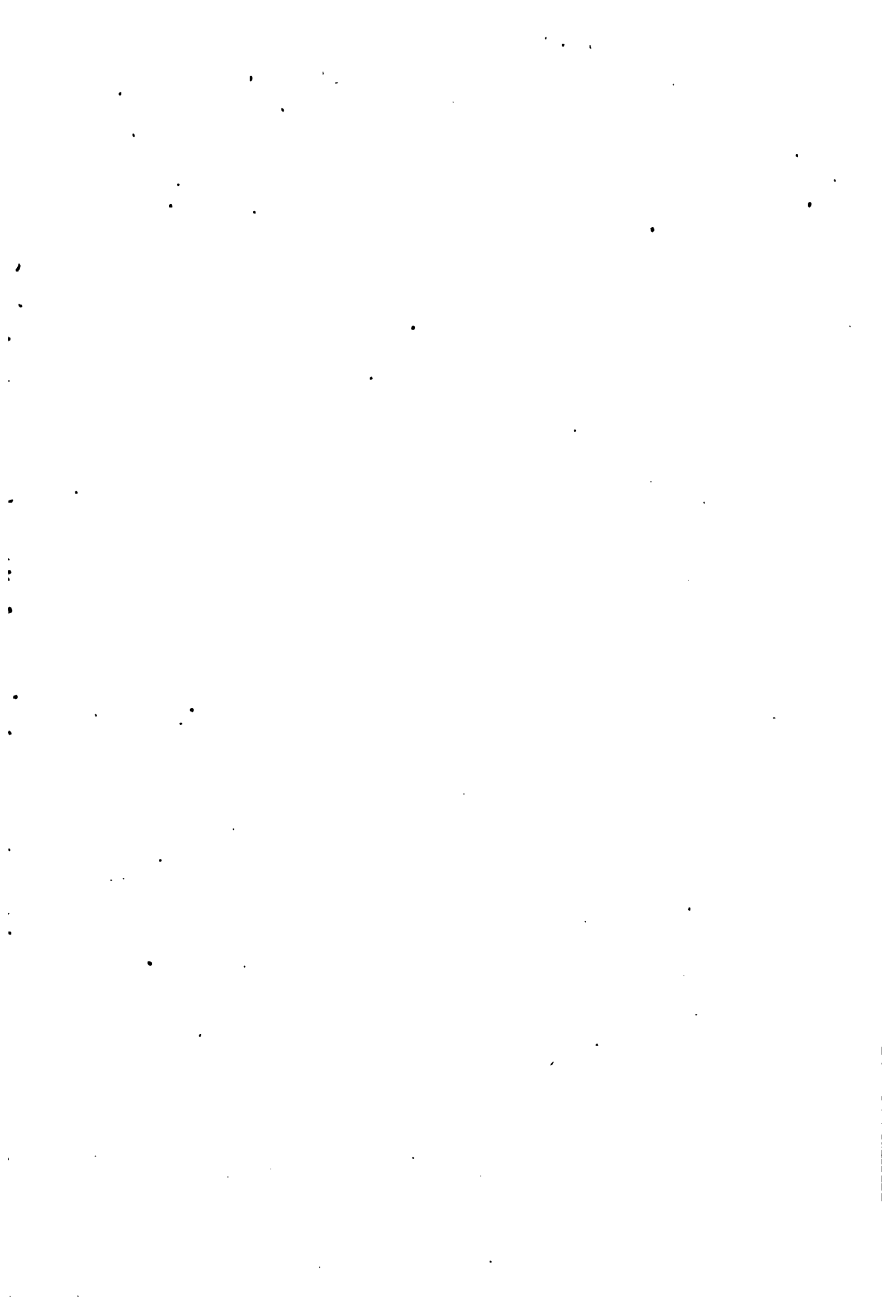
THE SILVER PRINCE

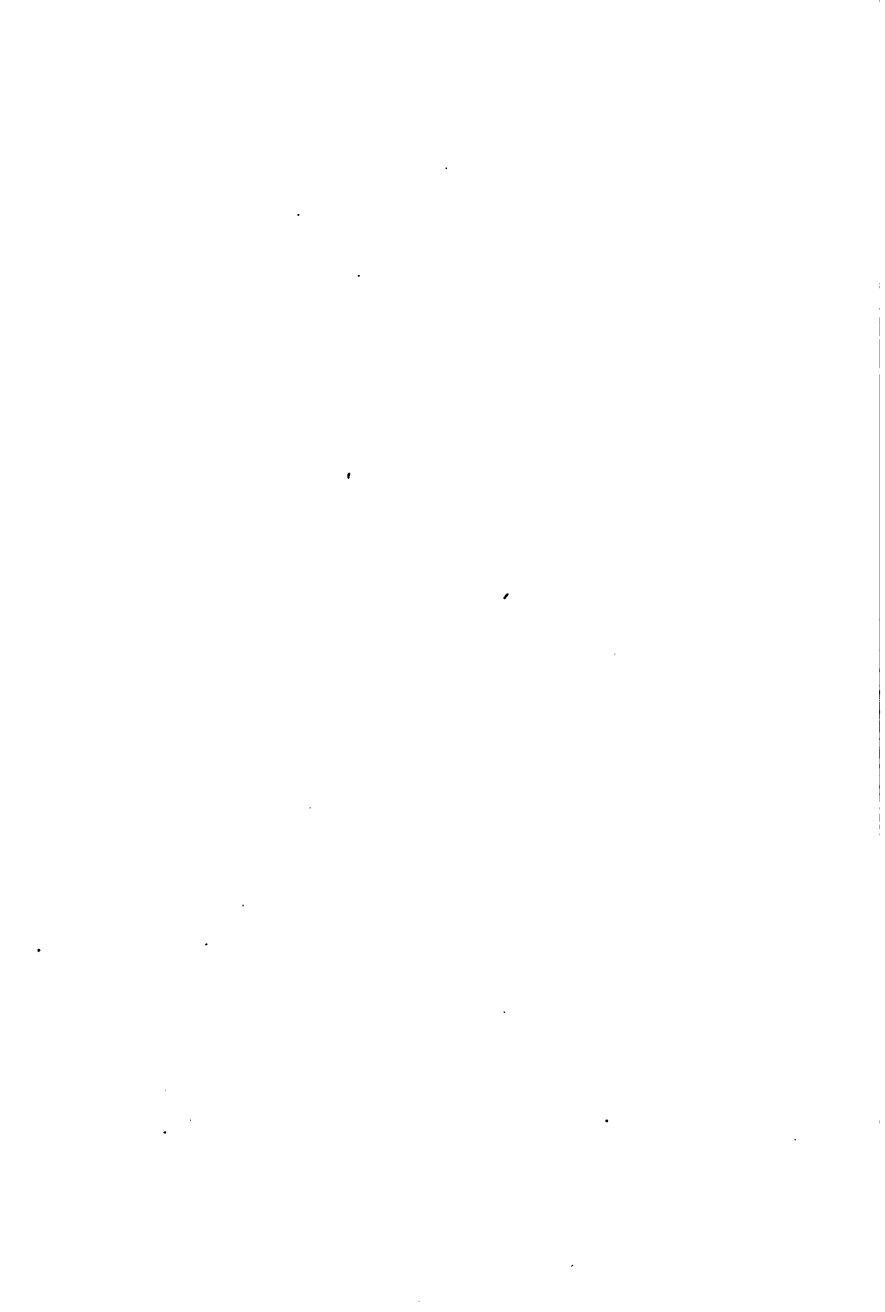
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